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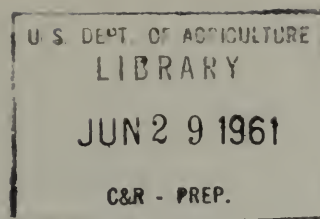
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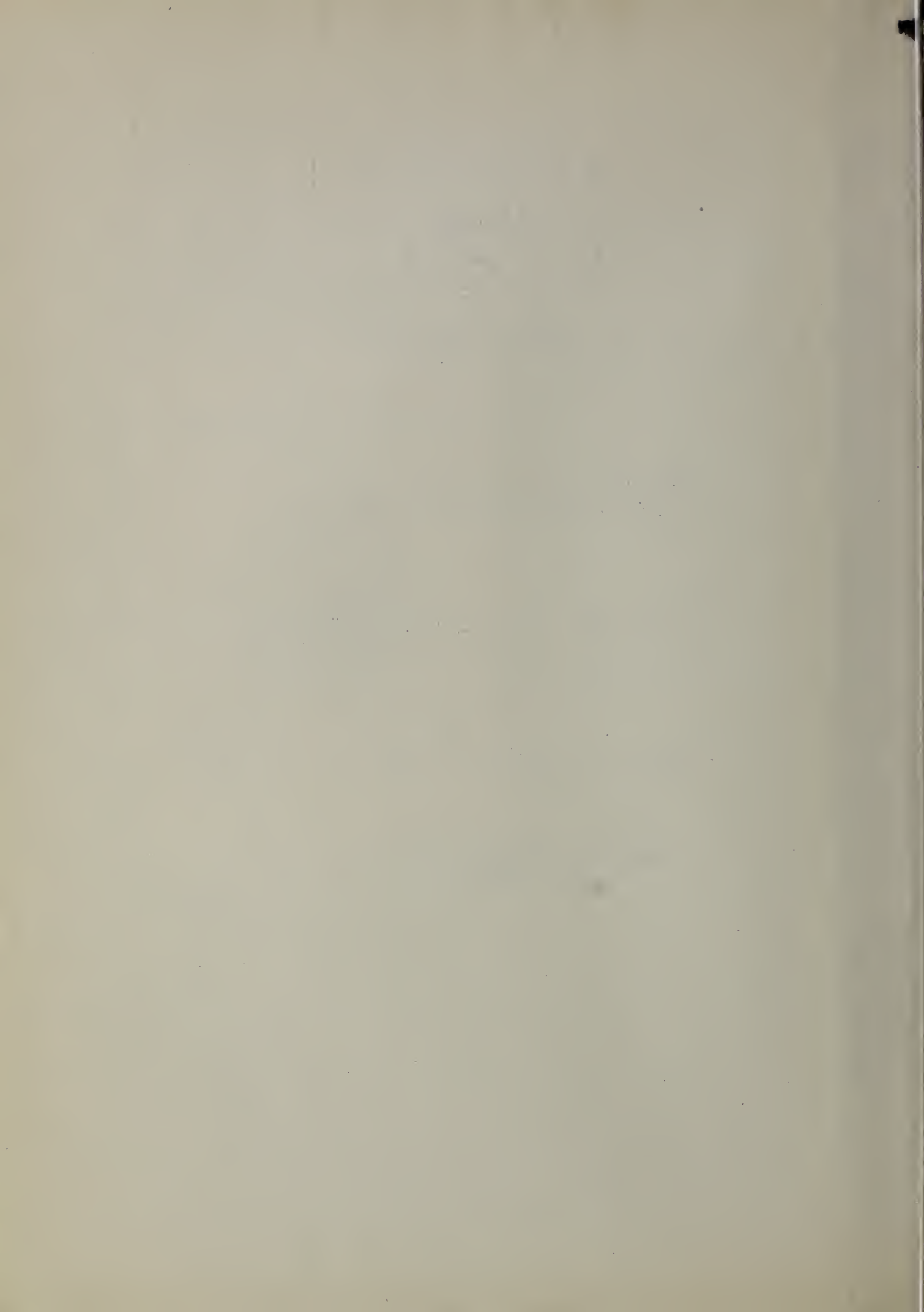
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TRAINING IN ADMINISTRATIVE

MANAGEMENT;

USDA WORKSHOP,

JANUARY 28 - FEBRUARY 1, 1952,

Student Union Building,
University of Nebraska Campus,
Lincoln, Nebraska



FORWARD

LINCOLN TAM WORKSHOP

This workshop was sponsored by the heads of U. S. Department of Agriculture Agencies in Lincoln, Nebraska. This group asked Dale E. Harper of the Soil Conservation Service and Harry A. Steele of the Bureau of Agricultural Economics to secure the discussion leaders and to arrange for the workshop.

OBJECTIVE OF THE WORKSHOP

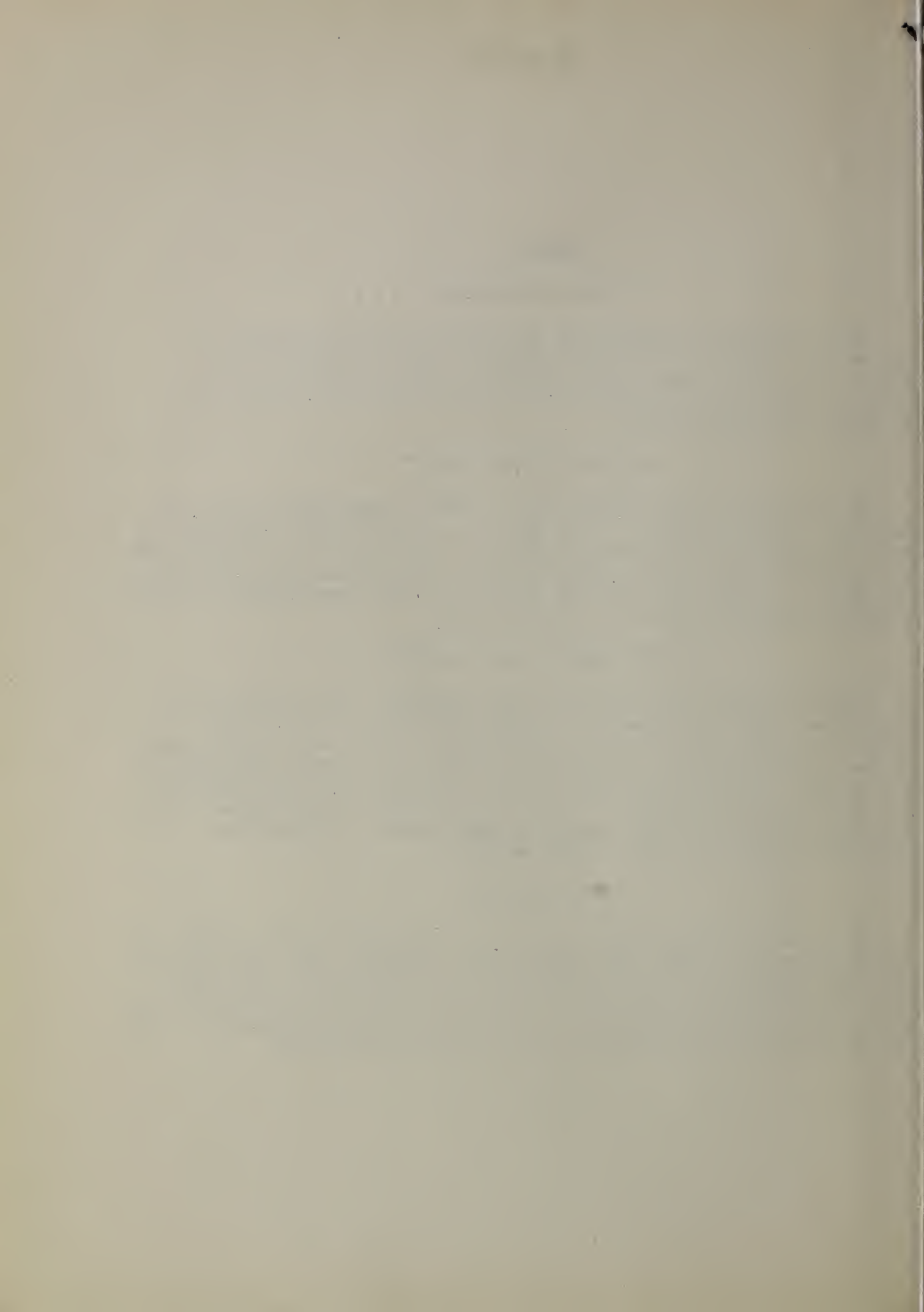
The objective of the workshop was to improve management in the U. S. Department of Agriculture. It was one of a series that are being held in major headquarter cities over the country. People selected to participate were chosen because of their experience and their ability to contribute to the session. It was felt that the pooling of these experiences in administrative management would be of benefit to all.

HOW THE WORKSHOP WAS CONDUCTED

About two hours were allotted to each subject. The first 20 or 30 minutes were used by a speaker or discussion leader to outline the subject and lay a foundation for the discussion to follow. The remainder of the two-hour period was devoted to questions and a group discussion of the subject. Our group was small so that everyone had an opportunity to take part in the discussions. The chairmen for the various subjects were selected the first day from among the participants. A scribe was appointed to make a summary of each session.

ACKNOWLEDGMENTS

The success of this workshop was due in large part to the interest and enthusiasm of the speakers who outlined the subjects. They were exceptionally well informed and all had the benefit of many years of experience. Their leadership and guidance in the discussions encouraged full participation of all persons in attendance. The group itself was unusually sincere and considerate in attempting to arrive at sound conclusions.



PARTICIPANTS

LINCOLN TAM WORKSHOP
January 28-February 1, 1952

- William Johnson, Bureau of Plant Industry, Soils, and Agricultural Engineering,
ARA, Lincoln, Nebraska
- Clyde Noyes, Agricultural Extension Service, University of Nebraska,
Lincoln, Nebraska
- Robert W. Webb, Production and Marketing Administration, 323 Trust
Building, Lincoln, Nebraska
- Robert L. Zink, Production and Marketing Administration, 323 Trust Building
Lincoln, Nebraska
- Kenneth Logan, Bureau of Agricultural Economics, Division of Agricultural
Estimates, 203 Post Office Building, Lincoln, Nebraska
- Stanley W. Voelker, Bureau of Agricultural Economics, Department of Agri-
cultural Economics, North Dakota Agricultural College, Fargo, North
Dakota
- Arthur E. vonBergen, Farmers Home Administration, 605 Rudge Building
Lincoln, Nebraska
- Ernest Frisch, Farmers Home Administration, 605 Rudge Building, Lincoln,
Nebraska
- William R. Shertzer, Rural Electrification Administration, 413 Mulberry St.,
Fort Collins, Colorado
- E. Alan Poole, Rural Electrification Administration, 1418 - 11th Avenue
South, Fargo, North Dakota
- Dr. J. E. Peterman, Bureau of Animal Industry, 303 Post Office Building
Lincoln, Nebraska
- Charles W. Townsend, Chief, Regional Project Plans Division, Soil Conserva-
tion Service Lincoln, Nebraska
- H. Gerald Bobst, Assistant Regional Chief of Operations, Soil Conservation
Service, Lincoln, Nebraska

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PURPOSE AND OBJECTIVE OF TRAINING IN ADMINISTRATIVE MANAGEMENT

By Dale E. Harper, Regional Training Officer, SCS, Lincoln, Nebraska

The point was made that most employees in the USDA and its various agencies have had little training and preparation for management positions. Our people are selected for their training and ability as technicians, in most instances. After a few years in technical work, they find themselves confronted with personnel problems, public relations problems, planning problems and similar duties for which they have had no particular preparation.

Paragraph 373, Title I, of the Administrative Regulations provides for a program for in-service training of employees who show aptitude in the functions constituting the field of administrative management. In compliance with this regulation the Secretary's Committee on Training in Administrative Management planned and conducted a number of pilot workshops and leadership institutes in administrative management. Employees who attended the institutes were expected to plan workshops of a similar nature in their own local areas. Lincoln TAM Workshop is patterned after the Denver Institute which was held in April 1951.

The purpose of these workshops is to improve management in the USDA. It is believed that all participants in the Lincoln Workshop can contribute a great deal of knowledge as well as learn from this week's session. The total knowledge of this group could answer a great variety of problems. With this in mind, a large percentage of the total time for each subject was reserved for discussion. In this way each participant has the opportunity to profit from the experience of others and to re-evaluate his own experience in the light of new information brought out at the session. The necessity for honest, candid expression of opinion and for tolerance for the ideas of others which conflict with our own is obvious.

BROAD PERSPECTIVES OF MANAGEMENT

By Dean Earl S. Fullbrook, College of Business Administration,
University of Nebraska, Lincoln, Nebraska

Summary: Arthur E. vonBergen, Farmers Home Administration
Lincoln, Nebraska

Dean Fullbrook explained, the word management is used in common practice as Administration, organization and operation interchangeably.

He defined the different words as follows:

Administration

The phase that deals with the determination of aims, goals and policy.

Organization

The set-up to carry out plans or policies. The machine to do the job.

Management

The operation of the organization to achieve the goals to carry out the policy.

For the purpose of discussion in the training meeting, Dean Fullbrook combined these phases.

A comparison was made between business and Government operation.

Corporations elect a board of directors which employ personnel to carry out their policies. Government does the same.

Business produces goods or service and must sell at a profit. Government must give satisfaction to the people served (or give the least dissatisfaction to the people served).

The same tests of success cannot be applied to business and government operation, but problems of management are much the same.

1. Formation of policy,
2. Work must be done economically,
3. Give the greatest satisfaction to those served,
4. Work must give satisfaction to those doing the job.

Requirements of Management

1. Establish a purpose or goal
2. Formulate policy
3. Set up an organization to carry out the policies that develop proper relationships between functions, personnel and physical factors.

4. Planning

Decide what ought to be done and who should do it; when it should be done and how to do it.

5. Operations

The actual functioning of the organization in the day-to-day operation. Controls are necessary to assure proper quantity and quality of production. Standards are necessary for measurement or evaluation.

6. Leadership

- a. Supply incentive or motivation
- b. Recognize accomplishments
- c. Create feeling of importance in employee

7. Use of systems or procedures

- a. Orderliness
- b. Uniformity
- c. Economical and effective use of personnel
- d. Save time of executive.

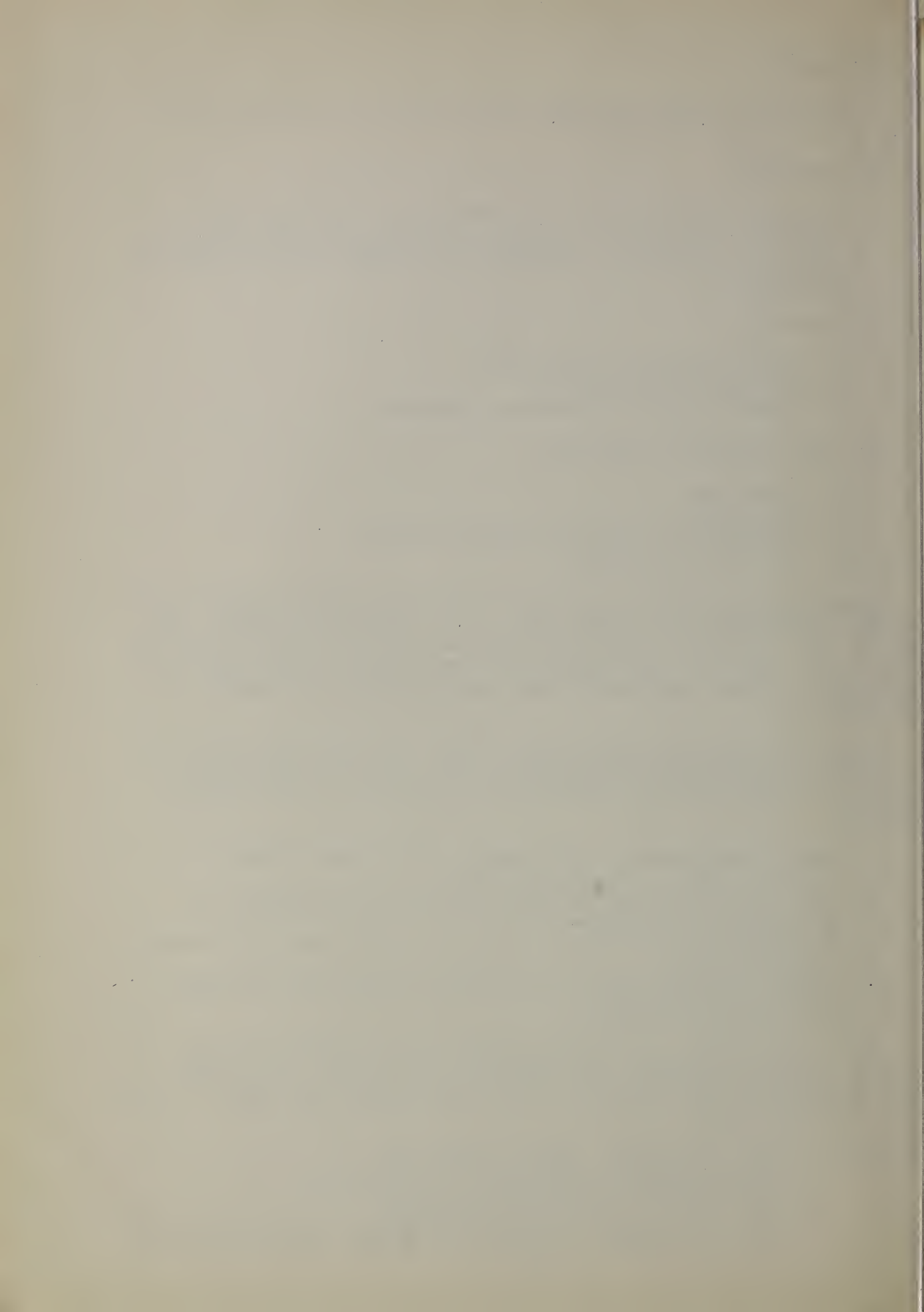
Dean Fullbrook referred to a book, for those interested further in the subject, titled "Executive Action" by Dr. E. P. Learned and others. The authors take the point of view that working with people should be based on human terms. They show the importance of considering carefully the development of human qualities on basic understandings and background of the employee.

Further discussion amplified these points. The comparative efficiency of business and government was discussed. Dean Fullbrook stated that business in general was more efficient than government for the following reasons:

1. Lack of profit motive in Government. Do not have to show a profit in order to continue to operate.
2. There are not the well-developed standards of performance in government as in business.
3. Government could not attract the most effective executives because of low salaries.
4. Delay in appropriations at beginning of fiscal year interfered with efficient management.

It was agreed that a government employee as an individual could be equally efficient compared to any business or profession. Each person must determine the job they have to do in their program and manage it in the most efficient manner.

References: David Lilienthal: "This I Do Believe"
Chester Barnard: "Functions of the Executive"
Mary Follette: "Collection of Essays"
Pendleton Herring: "Public Administration and the Public Interest"
Gulick and Urwick: "Papers on the Science of Administration"



PRINCIPLES OF ORGANIZATION

By Dr. J. P. Senning, Professor of Political Science, University of Nebraska, Lincoln, Nebraska

Summary: Robert Webb, Production Marketing Administration, Lincoln, Nebraska

Organization as applied to government is a means for the attainment by society of common goals and the performance of needed services. The means must, however, be progressively adaptable to the volume and type of service demanded by society of its government.

Probably every member of this group is aware of the tremendous multiplication of administrative agencies, the phenomenal growth of services and the consequent thorny problems of organization and reorganization awaiting solution. From the very circumstances under which the single headed departments have developed, none can boast of having been constructed on the principle of common purpose.

The President's Committee on Administrative Management (1937) and the Hoover Commission report on Organization of the Executive Branch of the Government (1949) have focused critical attention on the major defects as for example: the span of control, organizing an agency according to common purpose, delegation of authority commensurate with vested responsibility, inter-agency coordination and relation of regional office to central headquarters.

If the president and heads of departments were granted the authority of reorganization recommended by the Hoover Commission, I feel certain the major road blocks to reorganization would be removed.

SOME FACTORS INVOLVED IN POLICY DETERMINATION AND USE

By W. V. Lambert, Dean, College of Agriculture, University of Nebraska
Lincoln, Nebraska

Summary: William R. Shertzer, Management Division, REA, USDA
Fort Collins, Colorado

Dean Lambert referred to definitions of policy, as obtained from dictionaries, the first being "management, administration or procedure based primarily on temporal or material interest rather than on higher principles." The second and more preferred definition from our standpoint being--"a settled course adopted and followed by a government institution, body or individual."

In order to render the service the public needs and demands the following questions must be answered:

1. How are these needs to be ascertained?
2. How can the program be kept up to date and be kept sufficiently flexible to meet needs and demands of the public?
3. How can it be integrated with programing and policies of other agencies?
4. What mechanics can be used to insure that the needs or complaints of the public being served may be heard?
5. How can the program be managed to insure fullest participation of the staff?
6. How can the program be organized to get the job done?

Once these questions are answered how can these be channeled into working policies and procedures?

1. In developing policies, the capabilities of the staff must be considered.
2. Size of budget will greatly influence program and procedures.
3. Resources available to organization for carrying out program.
4. Importance of state or region served.
5. Maintaining good public relations is tremendously important.
6. Getting and maintaining support.
7. Cooperation with other agencies.
8. In maintaining integrity, confidence and good will.

To get fullest participation of staff some of the factors to be considered in getting best participation, cooperation and sustained interest are:

1. Keeping the staff informed. (conferences, seminars, news bulletins, etc)
2. Developing an understanding of factors affecting promotions.
3. Encouraging a desire to participate in programs.

4. Getting teamwork where that is needed without destroying individual initiative.
5. Encouraging staff to get advanced training.
6. Getting ideas from staff to improve program and operating procedures.
7. Promoting best interests and welfare of the staff. (Retirement, group insurance, hospitalization, recreation, etc.)
8. Setting up procedures to insure that grievances of staff members will be heard.
9. Providing means for publication.
10. Developing and maintaining full cooperation of staff at all times.

Dean Lambert emphasized that integrity in all dealing is most important to success in determination and application of policies.

DISCUSSION:

Mr. Clyde Noyes, Agriculture Extension Service, as chairman conducted an interesting discussion on the subject during which the following points were made:

1. Policy must be a broad course.
2. Policy should not be a goal but a tool for reaching a goal.
3. Policy can be either too flexible or too rigid.
4. Policy should not change too frequently.
5. Policy is meaningless unless actions of organization are such that the policy can be followed.
6. We can have too much fixed policy.
7. Staff can participate in policy making, but actual decision must rest with administrator. Committee should be given all possible information for consideration; should be told that other factors may enter into final policy determination and that the committee only recommends. If policy is counter to a committee recommendation the committee should be informed why.

References:

Paul Appleby: "Policy and Administration"
Marstein Mark: "Elements of Public Administration"
Albert Lepowsky: "Administration"
Peterson and Plowman: "Business Organization and Management"

PROGRAM PLANNING AND EXECUTION

By Frank W. Reed, State Chairman, Nebraska P.M.A. Committee, Lincoln, Nebraska

Summary: Robert L. Zink, Production and Marketing Administration, Lincoln, Nebraska

A. The Planning of the Program

The planning of the program is of much broader scope than planning work to be performed from day to day in carrying out the program. The program in itself should be broad in scope and must be sufficiently flexible to meet the conditions in all areas to which it will be applicable, as well as to permit changes to meet the times and changing conditions. The most important things to take into consideration when planning a well-rounded program are as follows:

1. The first and probably the most important step when planning the program is the consideration of the achievement or goal which is to be accomplished by such program. Consideration must be given here to the element of time involved for the completion of the project, the resources at hand with which to complete the project, and the funds available for carrying out the work to be done in connection with it.
2. Consultation with the people who will be affected by the program is of vital importance. If other governmental agencies are involved, such agencies should be consulted and their recommendations considered relative to technical problems and how the program will affect their agencies. It is also wise to consult with leaders of any industry which might be affected by the program obtaining their opinions and recommendations, in order to determine how their interests will be affected.
3. Before starting to plan the program one must have a thorough understanding of the objective and achievements to be obtained.
4. Plans should always be made with the assistance of the staff and others who will later execute the program.
5. When the program to be planned concerns a governmental agency, the plan must be made in accordance with the policies and the realm of the law as laid down by Congress.
6. The program should be developed far enough in advance in order to permit sufficient detailed plans to be made prior to the time the program is to be put into operation.
7. The program should be planned to cover the entire period of time from its inception to its achievement.

B. The Execution of the Program

The execution of a program means to achieve the final goal in accordance with the designed plan. The most important things that the administrator of a program should do when making plans for the execution of a program are as follows:

1. Delegate the responsibility of the program to responsible members of his staff.
2. Be sure that all personnel who will have a part in the execution of the program are thoroughly familiar with the objectives of the program and with the job they are to perform.
3. See that proper and efficient lines of communication are available, and if not, that they are properly established.
4. Be sure that all written procedure is clear and in sufficient detail to avoid any misunderstanding.
5. Determine that the execution of the program shows that plans are being carried out as inaugurated.

References:

Oliver Sheldon: "Philosophy of Management"
Peterson and Plowman: "Principles of Organization and Management"
Stephen E. Fitzgerald: "Communicating Ideas to the Public"
Kelsey and Hearne: "Cooperative Extension Work"

PROGRAM PLANNING AND EXECUTION

by J. K. Brandeberry, Field Representative, Forest Service, Lincoln, Nebraska

Summary: Robert L. Zink, Production and Marketing Administration, Lincoln, Nebraska

1. The program planned for the forest service must be developed far in advance in order to be effective.
2. The program of the forest service is a good example of what is meant by long-range planning because the program of the forest service extends many years into the future.
3. The forest service has an advisory board to help formulate plans for different national forests.
4. The execution of the program of the forest service must necessarily be left to the rangers in charge.
5. The forest service gives these local rangers wide latitude in determining immediate plans for their individual area.
6. A system of inspection must be maintained to determine whether or not the execution of the program is being accomplished in accordance with the pre-determined plans.

References:

Oliver Sheldon: "Philosophy of Management"
Peterson and Plowman: "Principles of Organization and Management"
Stephen E. Fitzgerald: "Communicating Ideas to the Public"
Kelsey and Hearne: "Cooperative Extension Work"

WORK PLANNING AND SCHEDULING

By A. E. McClymonds, Regional Director Soil Conservation Service
Lincoln, Nebraska

Summary: H. Gerald Bobst, Assistant Chief of Operations, SCS,
Lincoln, Nebraska

Work planning considers what is needed to be done, how much is done and the quality or standards to be met. Scheduling is a further step which is concerned with WHEN, WHERE and by WHOM the work or steps will be accomplished.

Work planning is further broken down as follows:

1. The individual steps or processes.
2. How much of each.
3. The requirement of each step as to the kind and needed amounts of:
 - a. Personnel
 - b. Equipment
 - c. Materials
 - d. Supplies

People expect government employees to do work of high quality.

Scheduling must do these things:

- WHEN Personnel, equipment and supplies are needed and kinds and amounts of each.
- WHERE Personnel, equipment and supplies or materials are needed and the kinds and amounts of each.
- WHOM What personnel will do each of the scheduled jobs.

All jobs are broken down into three general planning phases.

1. Planning
2. Construction or establishment
3. Maintenance or follow-up

Mr. McClymonds used the planning procedure of the SCS to illustrate planning and scheduling procedures.

The discussion concerned both planning and scheduling, most of the questions pertained to the type and the kind of schedules. Problems of the various agencies represented are clearly different but from the questions and discussion it was evident that all agreed on the advantages of schedules. Mr. McClymonds said that a well prepared schedule will help anyone.

COMMUNICATIONS

by William Johnson, Bureau of Plant Industry, Soils, and Agricultural Engineering, ARA, Lincoln, Nebraska

Summary: E. Alan Poole, Rural Electrification Administration, Fargo, North Dakota

Communications was defined as: The interchange of thoughts or ideas.

Communication is accomplished through;

1. Words - oral or written
2. Interpretation of words or action
3. Situational insight

When does communication function most effectively:

1. Transmission of objective facts
2. Face to face contact often proves easiest means of communication
3. When mutual respect exists between communicants
4. With mutual background of understanding and experience

Adequate communication has been established to be of vital importance to the welfare and function of any organization.

Some of the barriers to communications have been established to be:

1. Lack of interest on part of administrators, substituted good two way communication for order giving.
2. Status relationships in organization - line and staff position differences create barrier.
3. Lack of face to face contacts.
4. Excessive reliance in written word often fails, lack of adequate explanation, communication written above level of readers, lack of clarity of thought through over simplification of language.
5. Failure to check on response to communication, find point missed, instructions not carried out properly.

Communication is based on understanding:

Mutual friendship, trust confidence between communicators.

Mistrust or suspicion leads to inadequate communications.

Understanding difficult when there is gap in background and/or experience of communicators.

Communication must be geared to bridge such gap

Mr. Johnson cited good sales tactics as an example of communications by the ability of the salesman to listen and thereby establish his line of communication to get his point across to prospective buyer.

Direct communication by action. The speaker pointed out that we are often judged more by what we do than by what we say.

Order giving:

Enlist receiver as cooperator not just ordered individual

Select type order to be given, request, demand or time schedule.

Smooth functioning organization may require only request with implied directive.

Key to good communications is participation based on three things:

1. People and their feelings
2. Technical facts
3. Guiding principles

How to establish more effective communications:

1. Build desire to share information with entire group.
2. Establish continuing communications training program working from the top down through the various levels.
3. Time is major element to be considered to accomplish aims of good communications.

DISCUSSION

Grapevine can be of help in communications by giving employees true and full information as soon as such is available.

Personnel psychology is big element in handling communications. Training of supervisors along this line is of definite advantage to communications. Understanding of and interest in people are major elements in successful communications.

Learn to assist people to gain better understanding.

Advocate executive open door policy for those with necessary access. Immediate supervisor should be available at all times. Executive should show genuine interest in employees, not just superficial attitude.

Avoid attitude to effect that supervisors don't know what goes on in field or subordinate offices.

Good understanding of policy and procedure tends to require less in way of orders, consequently better communications by implied action.

Get others to understand supervisor, just as important as supervisor understanding subordinates.

Low level supervisors must know how and be willing to talk. Be honest with worker in regard to instructions, if answer is not known be sure to procure same from available source.

Tie actions into policy, when same tends to deviate from policy usually reasonable explanation which should be brought to light.

References:

- Paul Pizors: "Effective Communications in Industry"
G. P. Bush and L. H. Hattery: "Scientific Research: Its
Administration and Organization." Washington American
University Press, 1950.
Stuart Chase: "Tyranny of Words"

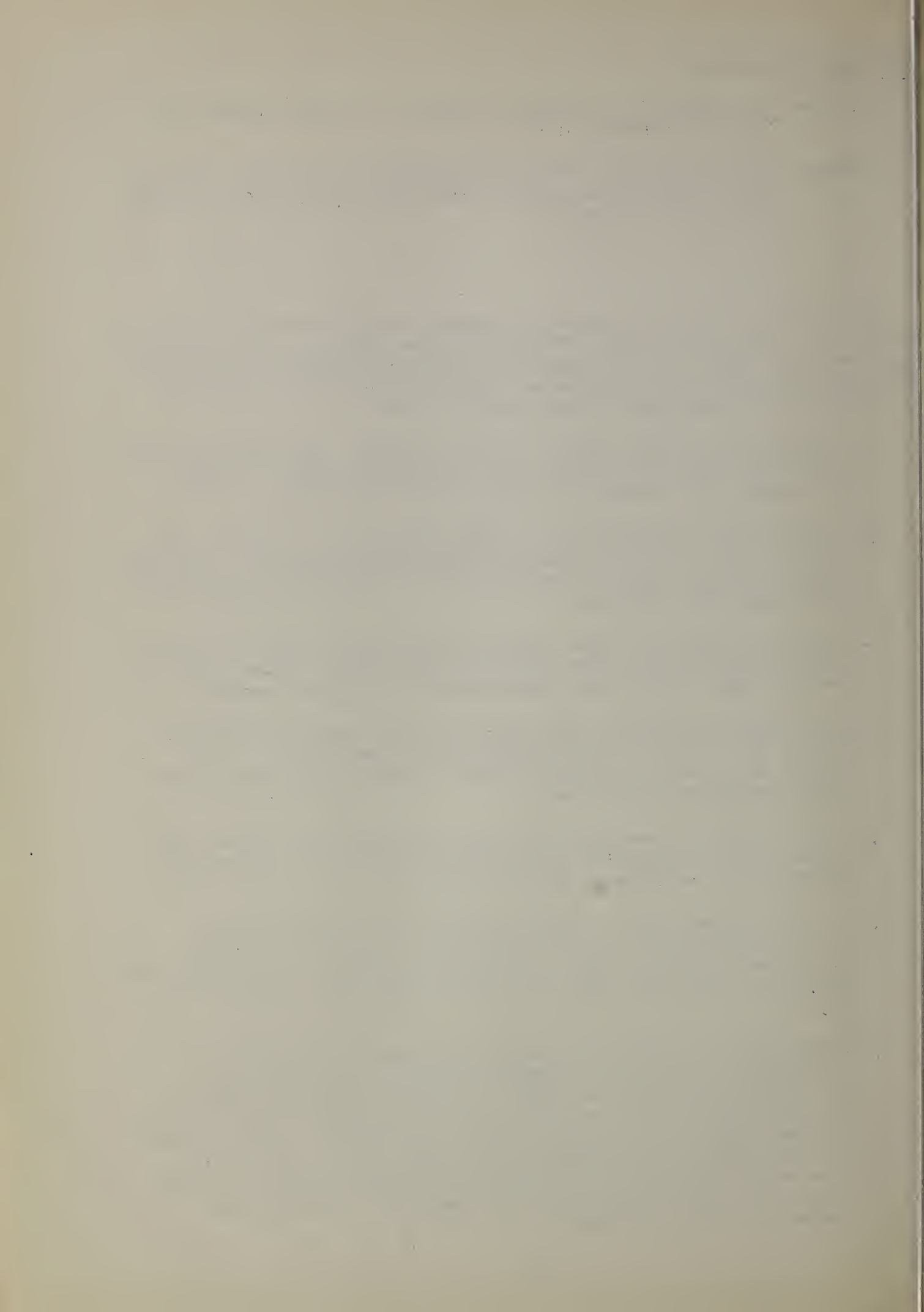
MOTIVATION OF EMPLOYEES

By Albert M. Limburg, Jr., Assistant Regional Personnel Officer, SCS
Lincoln, Nebraska

Summary: Stanley Voelker, Bureau of Agricultural Economics, Department of Agricultural Economics, North Dakota Agricultural College, Fargo, North Dakota

The following are 11 principles of employee motivation based on personal observation. For the most part, these principles indicate to the supervisor what should be done if he is to obtain the greatest measure of cooperation and productivity from his subordinates. How these should be carried out are problems for supervisors and management to solve.

1. People need to be reminded of their successes. They naturally want to forget their failures and other unpleasant things. A sense of success is necessary for continued work and living.
2. People need to proceed from one attainable goal to another. They must be able to see what they are expected to accomplish. The goals for each worker must be clearly set out. Otherwise he will become discouraged and confused.
3. Each man's successive goal needs to be harder to attain. If goals are not progressively more difficult, the job will cease to be stimulating. Under these circumstances people lose interest.
4. Subordinates are greatly influenced by their superior's example. People desire equal opportunities and treatment and ~~resent~~ resent any attempt to force different standards for workers than those enjoyed by supervisors.
5. People tend to personalize their organizations, jobs, ideas, and plans. Avoid personalization of argument because of undesirable consequences, resentment, hard feelings, etc.
6. Let the employee come to believe that it was his idea all the time. Ideas should belong to those who are going to use them. If the employee feels that the ideas in a directive originated with him, he will not only carry it out more willingly, but will add to it.
7. People must feel that they belong. The supervisors should do everything he can to keep workers believing they belong. One of the many mechanisms for this is to keep the workers currently informed about their organization, their department, their division. Accurate information in advance of the "grapevine" is most desirable. (In this respect, the organization may want to see that accurate information on changes is available to employees' wives.) In this process of advance information, the employees frequently may contribute some good ideas.

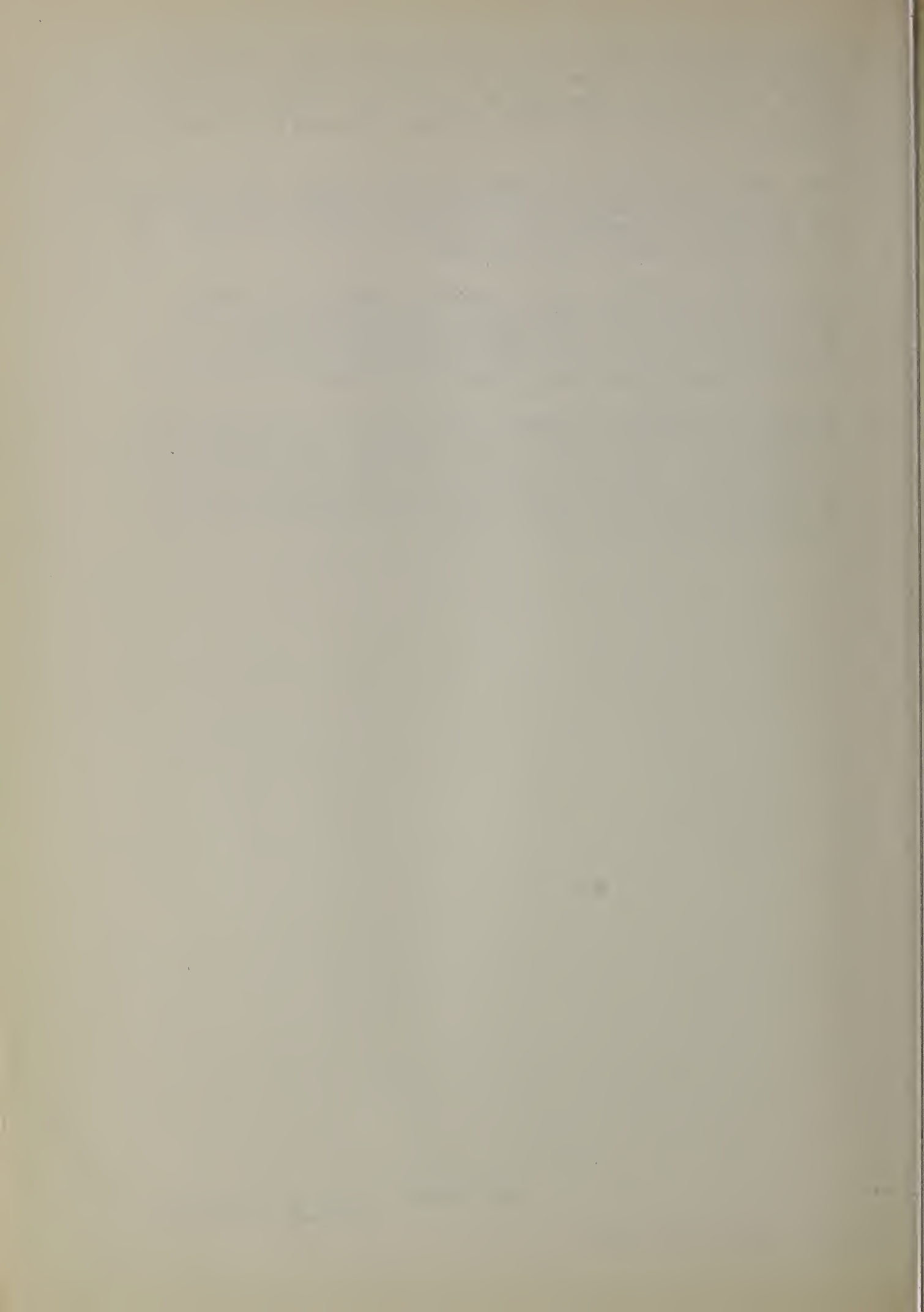


8. People must have pride in their work or workmanship. They have a natural desire to produce a nicely finished product. If they have pride in their work, they will do a lot better, morale will be higher, quantity of output will increase, and quality of work will improve..
9. What can be accomplished by command does not compare with the results of suggestion, persuasion, and leadership. Commands just don't get the job done. Leadership has to be given. Good organization and training make commands less necessary.
10. People desire security, with reasonable compensation. Leave privileges, retirement compensation, and job security are all factors contributing to the worker's feeling of security. People will stay on a job in face of other more remunerative offers if these factors are present in their jobs.
11. Prestige is important to people. There are four basic motivations of people: (1) People work to live; (2) power and prestige, i.e., a sense of importance; (3) money; and (4) fame. There are, of course, others. Prestige, the sense of importance--can be achieved by special recognition, special assignments, incentive programs, and giving credit where credit is due.

Reference:

Slide Films: People are all Alike
Everybody's Different

Cleeton: "Making Work Human"



EMPLOYEE PARTICIPATION IN MANAGEMENT

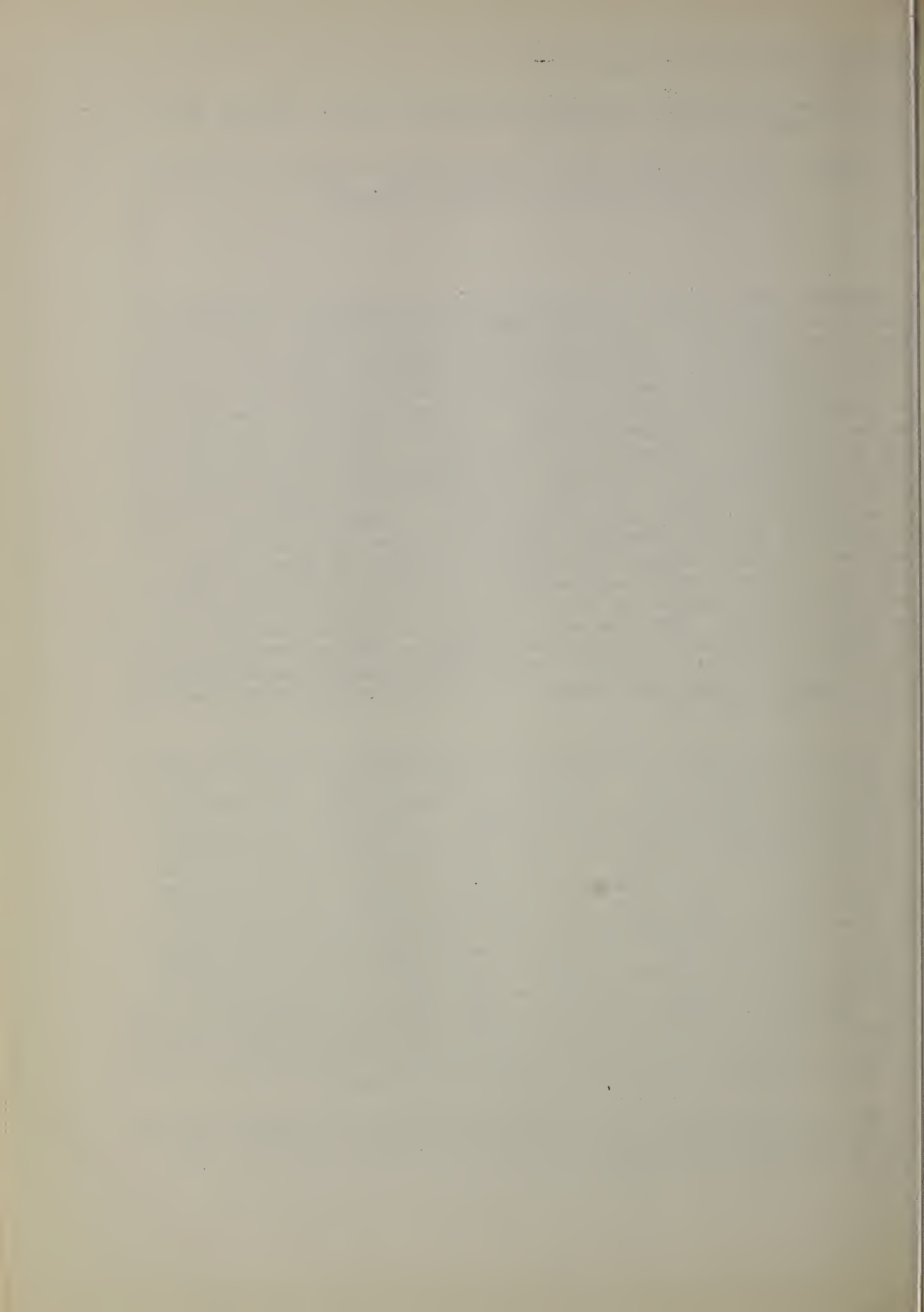
By Herman Brockmeier, Personnel & Operations Officer, National Bank of Commerce, Lincoln, Nebraska

Summary: Kenneth Logan, Bureau of Agricultural Economics, Division of Agricultural Estimates, Lincoln, Nebraska

Employee participation in management was stressed by Mr. Brockmeier in which he pointed out the contrasting method of two different operations. First, where management is controlled by one person; second, where employees actually participate in the organization and operation management. Through use of an organizational chart of the National Bank of Commerce he explained the examples of employee participation in the operations and management of the Bank of which he was most familiar. In that organization management is made up of officers, supervisors, and employees. The primary tool used for employee participation is committees. An explanation was given of the different types of committees and their purposes. Staff meetings of officers are held daily and supervisory meetings are held weekly. Each one of these groups have an executive committee composed of a few key personnel in that committee. Employee meetings are held on the average of once a month. These meetings are always scheduled for the same time and the same day of the week. They are called for an odd time; for example, 7:27 a.m. rather than the usual 7:30. This time has a tendency to increase promptness of attendance. Inducements to attend the meetings on time is given by offering a door prize for prompt attention. These door prizes are always groceries or some commodity rather than money. It was the opinion that the commodity has more appeal than cash.

Employees must have an interest in the organization in order for management to operate efficiently. At the same time, management must be kept well informed to properly evaluate employee suggestions. Thus, with this type of combination, the organization will prosper. Employees must be happy or satisfied, particularly those that meet the public because the appearance or feelings of these individuals is reflected in their attitudes and the public is quick to sense dissatisfaction which may cause them to distrust the operations. In order to keep the employees satisfied or happy, the supervisor and the operations officer watch very carefully for any signs of unhappiness or trouble that the employees may be experiencing and endeavor to correct this with whatever possible means they have at their disposal. Counseling with the employee is often a great help in reducing dissatisfaction. Many times financial, medical or legal advice can be obtained for the employee. The bank operates its own cafeteria where employees and officers all mingle in the same room and at the same tables. There is little distinction between officers and employees in their operations.

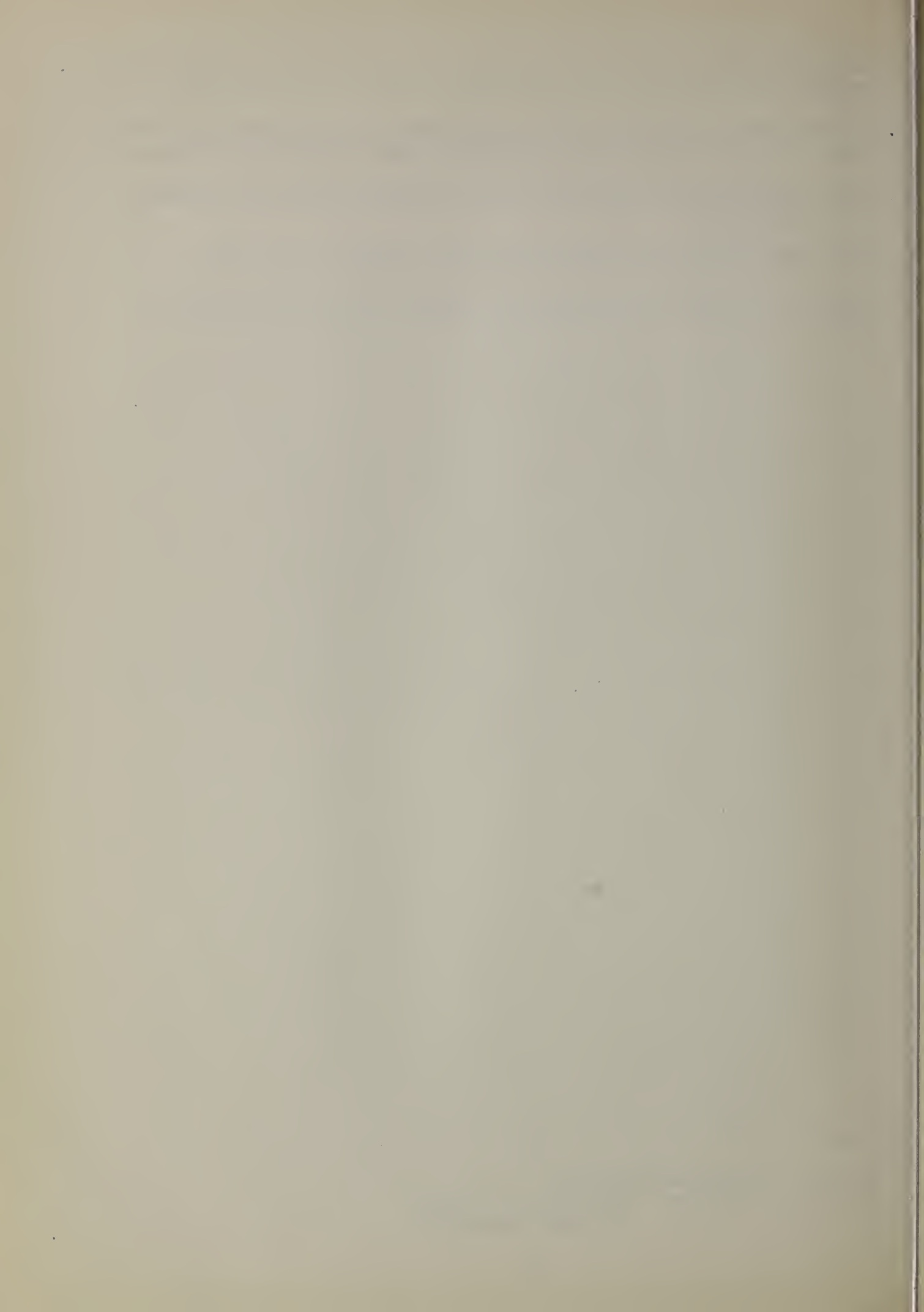
There is no particular type of recruitment program in operation, neither does the bank have a guaranteed salary plan for length of service. Sick leave policies are very liberal.



1. Management must recognize that employees are a part of the organization and must use them to the best advantage in the overall operations.
2. Employees must be made to feel a responsibility in the operation of the organization and its success depends upon their behavior and efficiency.
3. Close organization of employees prevents dissatisfaction and brings out good suggestions.
4. Small bonus payments for suggestions often stimulate good ideas.
5. Success of employee participation is measured by increased business or profit.

References:

Lincoln: "Incentive Management"
Charles P. McCormick: "The Power of People"
"Multiple Management"



LEADERSHIP

By Dean R. I. Throckmorton, Division of Agriculture, Kansas State College
Manhattan, Kansas

Summary: C. W. Townsend, Chief, Regional Project Plans Division, Soil
Conservation Service, Lincoln, Nebraska

A. Definition of Leadership That quality with which a person can get people to work together harmoniously and intelligently toward a common goal.

B. Characteristics of a Leader

Must be human, honest, forthright, loyal, tolerant, energetic, ability to place responsibility and a sense of humor.

1. Human leadership involves

- a. Listening to troubles and be understanding.
- b. A good leader cannot hold himself aloof. He must be accessible.
- c. He cannot take himself too seriously.

2. Honest Leadership

- a. Must have mental honesty, can be displayed in many ways:
(1) plagiarism of ideas and writings.

3. Forthrightness in leadership involves:

- a. Good leader will be direct in his approach -- but will not be too blunt.
- b. He will express his ideas and thoughts clearly and concisely.

4. Loyalty is an outstanding quality of leadership

- a. One of the most important qualities
- b. One must be loyal to the organization, associates, and to bosses.
- c. A good measure of recommendation of a man for a leadership job.

5. A Sense of Humor

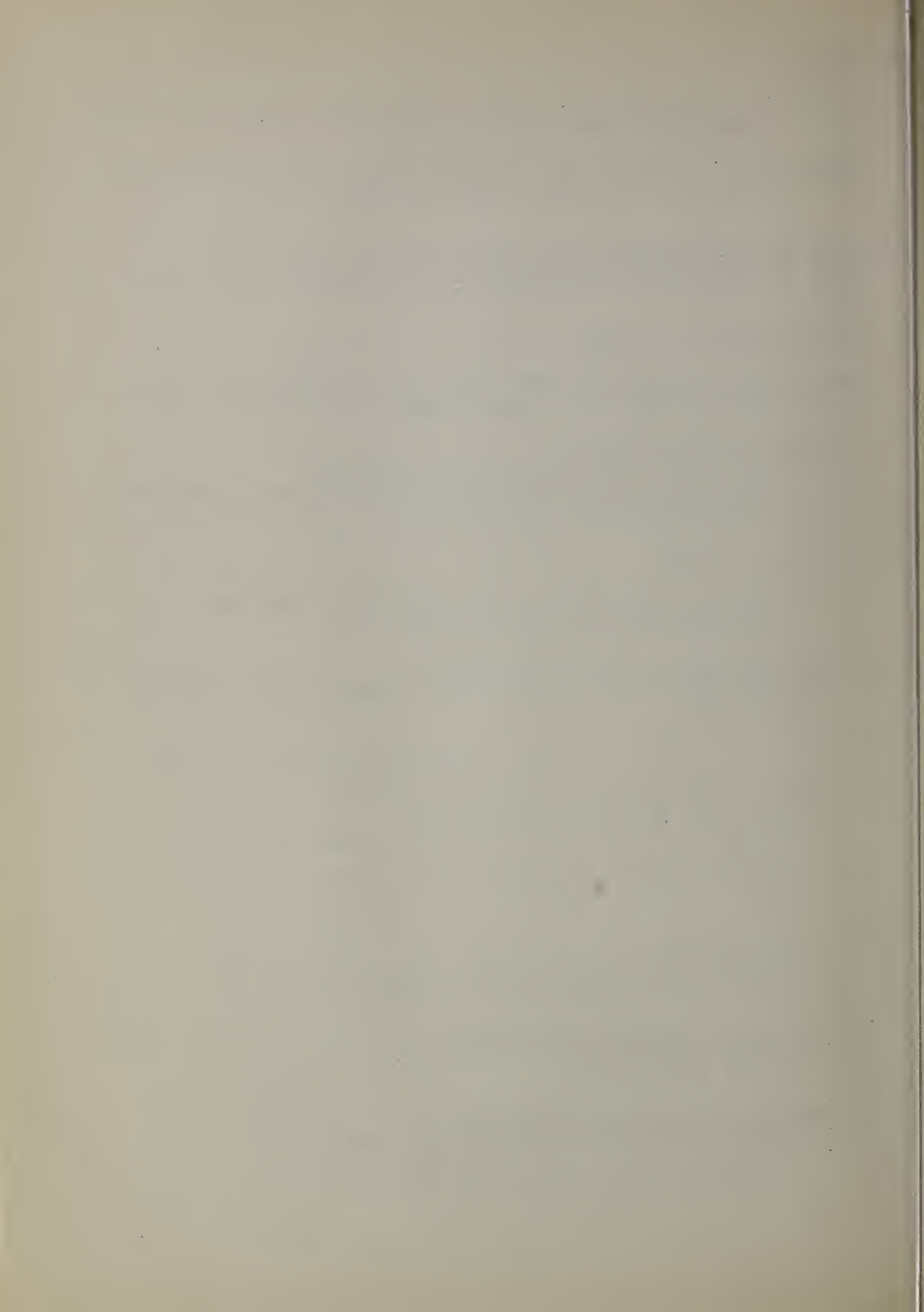
- a. An even disposition, not moody.
- b. Most of us do not have enough of a sense of humor.

6. Tolerance is a quality of Leadership

- a. Must be a good listener
- b. Must be even tempered

7. Inspirational quality of leadership

- a. Good leader inspires others to better work.
- b. Some people have it all through life;
others lose it some time during their life.



8. Energy is a quality of leadership

- a. Lazy leader does not get things done
- b. Sets poor example
- c. Does not refer to noisy, boistrous leadership--these people usually are not true leaders.

9. Ability to place responsibility

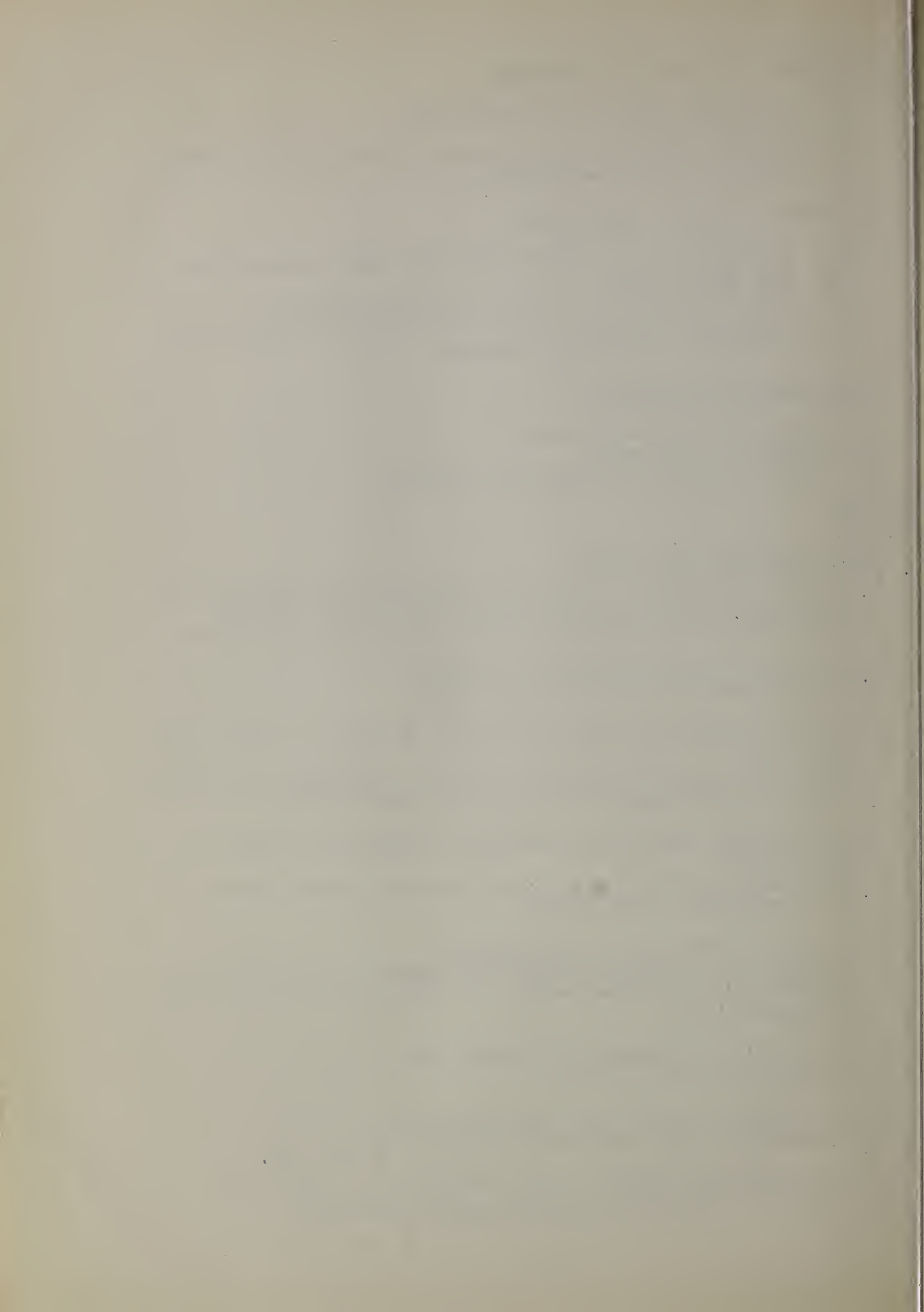
- a. Must have people to help him and give them responsibility
- b. This breeds leaders
- c. Mark of leadership is a man who develops leaders
- d. Leaves the leader time to think and plan which keeps him in a position to maintain leadership.

C. Lack of Leadership develops

- 1. Clicks within the organization
- 2. Disrupts an organization
- 3. Builds no leaders within the organization.

QUESTIONS

- 1. Q. Is leadership short today?
A. No more than usual. We seem to be developing more today than 25 years ago. Possible reason more education today. National leadership is bad especially evident during the past 20 years.
- 2. Q. Is honesty-mental honesty on the decline?
A. Believe there is a mental honesty today.
- 3. Q. Are our colleges and universities doing something in training for leadership?
A. Believe that more time should be spent on leadership, selling, and industrial psychology. Not enough time spent on these.
- 4. Q. How would you place these qualities of leadership in order of importance?
A. Hard question--if he had his choice he would request honesty as a requirement of leadership.
- 5. Q. Can self analysis be used successfully?
A. Procedure is to analyze yourself with regard to a characteristic and then take it to someone else - a leader - perhaps you can be straightened out.
- 6. Q. Can quality of leadership be improved on?
A. Some qualities yes, a few no.
- 7. Q. Is leadership easier today than 150 years ago?
A. Leadership is more complicated today than 150 years ago.
- 8. Q. Good Cooperation between college and agencies in Kansas how?
A. Quality of cooperation in agency heads is essential.



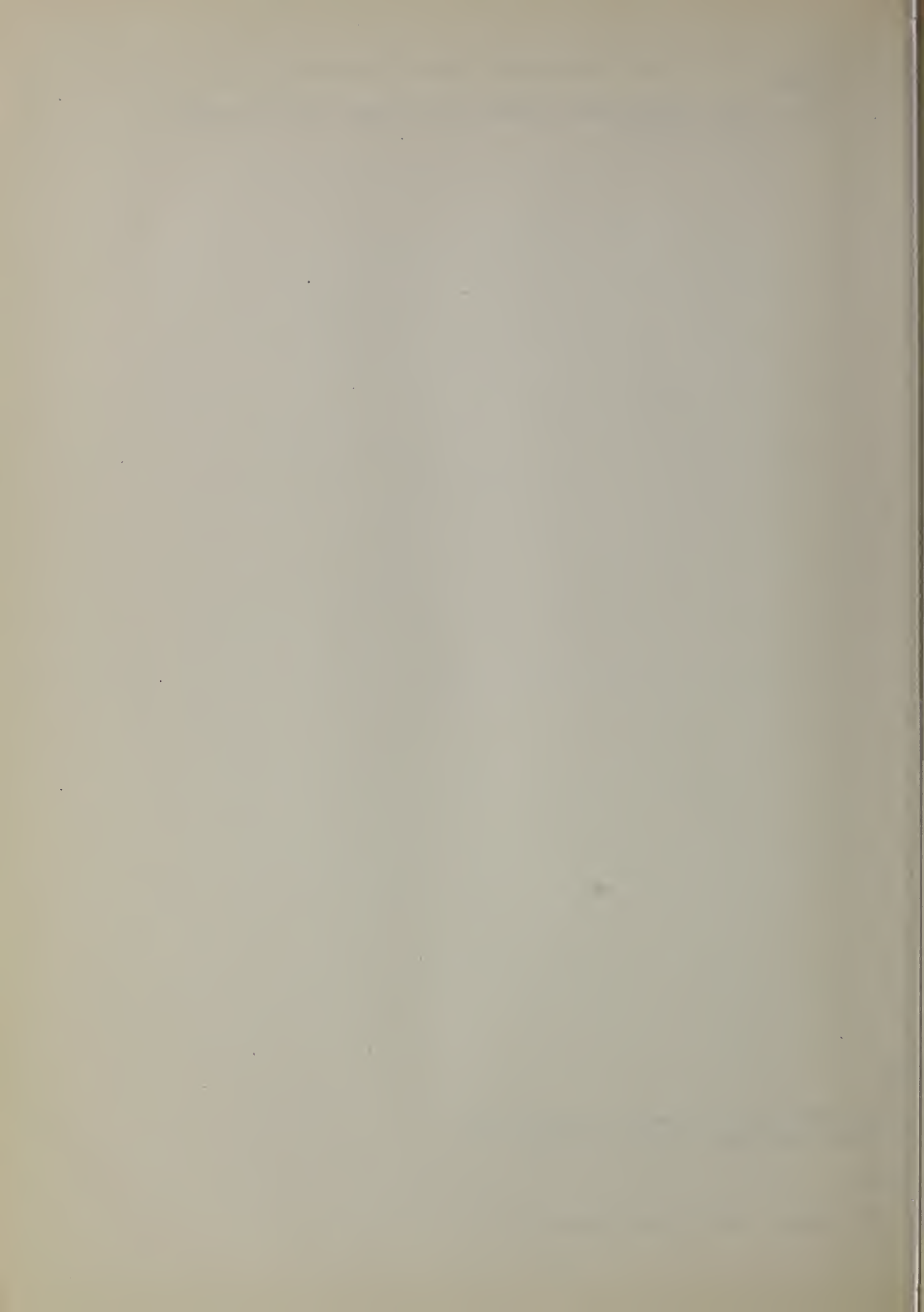
9. Q. Why is it that a low level leader does not succeed as a high level leader?
- A. Many of these transplanted leaders, to a higher job are unable to place responsibility.

Films:

The Supervisor as a Leader - Parts I & II
A Supervisor takes a Look at his Job

Reference:

Ordway Tead: "The Art of Leadership"



THE GROUP PROCESS IN ADMINISTRATION

By E. W. Janike, Associate Director of Agricultural Extension Service
Agricultural College, Lincoln, Nebraska

Summary: Clyde Noyes, Agricultural Extension Service, University of
Nebraska, Lincoln, Nebraska

Most organizations use the group process in some form or another. It means cooperative planning and guidance of administrative policies with extensive counsel on the part of those participating in the activity.

The two main arguments against using a group process are that (1) It wastes time and develops looseness in administrative channels and (2) discussing management problems results in disagreement and dissatisfaction of some when decisions are made. Mr. Janike does not agree with these points. He believes that group processes strengthen administration by resulting in sounder policies. When agreement cannot be obtained, the policy is probably unsound. Fewer written policies are necessary because of increased understanding. Mr. Janike used several examples of government agencies to illustrate the various ways in which groups were used in administration. Those which made full use of local groups in formulating their policies, objectives and programs had less difficulties in gaining acceptance than those who administered down from the top.

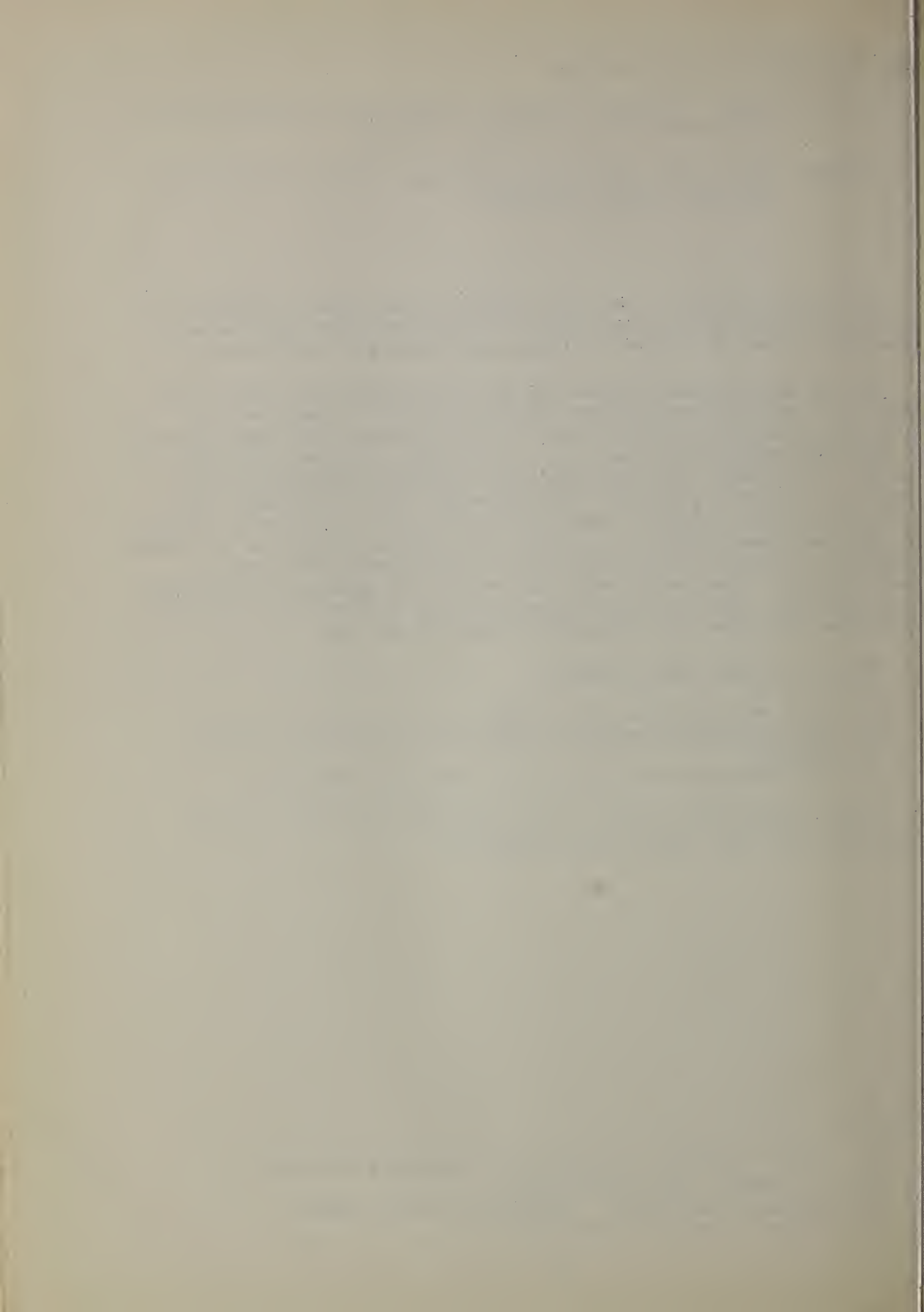
Those who manage should remember:

- (1) People work with you, not for you.
- (2) They are happier working with policies that they have helped formulate
- (3) Group administration does not take away your leadership.

People cherish their right to think and advise--you don't succeed unless you grant that right--and stimulate it.

References:

Dale Yoder: "Personnel Management and Industrial Relations"
George C. Homans: "The Human Group"
Roethlisberger and Dickson: "Management and the Worker"
Stuart Chase: "Roads to Agreement"



PUBLIC RELATIONS

By Gladwin E. Young, Field Representative, Office of the Secretary
Lincoln, Nebraska, and
George S. Round, Public Relations Director, University of Nebraska,
Lincoln, Nebraska

Summary: William R. Shertzer, Management Division, REA, USDA

Mr. Young stated he would limit his presentation to the problems peculiar to the Department of Agriculture. He then emphasized the usefulness and value of the work which the Department does is, with a few minor exceptions, completely dependent on what someone else does with the new information and techniques we develop. A few of his observations were:

1. We must get what we know into the minds and muscles of the farmers.
2. Public relations is a process rather than a project. Its effectiveness is determined by attitude, attitude of the public toward us and our attitude toward the public.
3. Each of us has his own limitations as to how we can function with the public.
4. The extent to which we try to put our trade-mark on the things we do may affect our usefulness.
5. Some of our most important public relations contacts are made by the men in the field--not by administrators or top officials.
6. Our job is public relations.

Mr. Round defined public relations as the total sum of the impressions gained by the public of the agency involved. He stated that it is affected by all contacts with the public such as personal, mail, telephone, credit rating of the employees, etc.

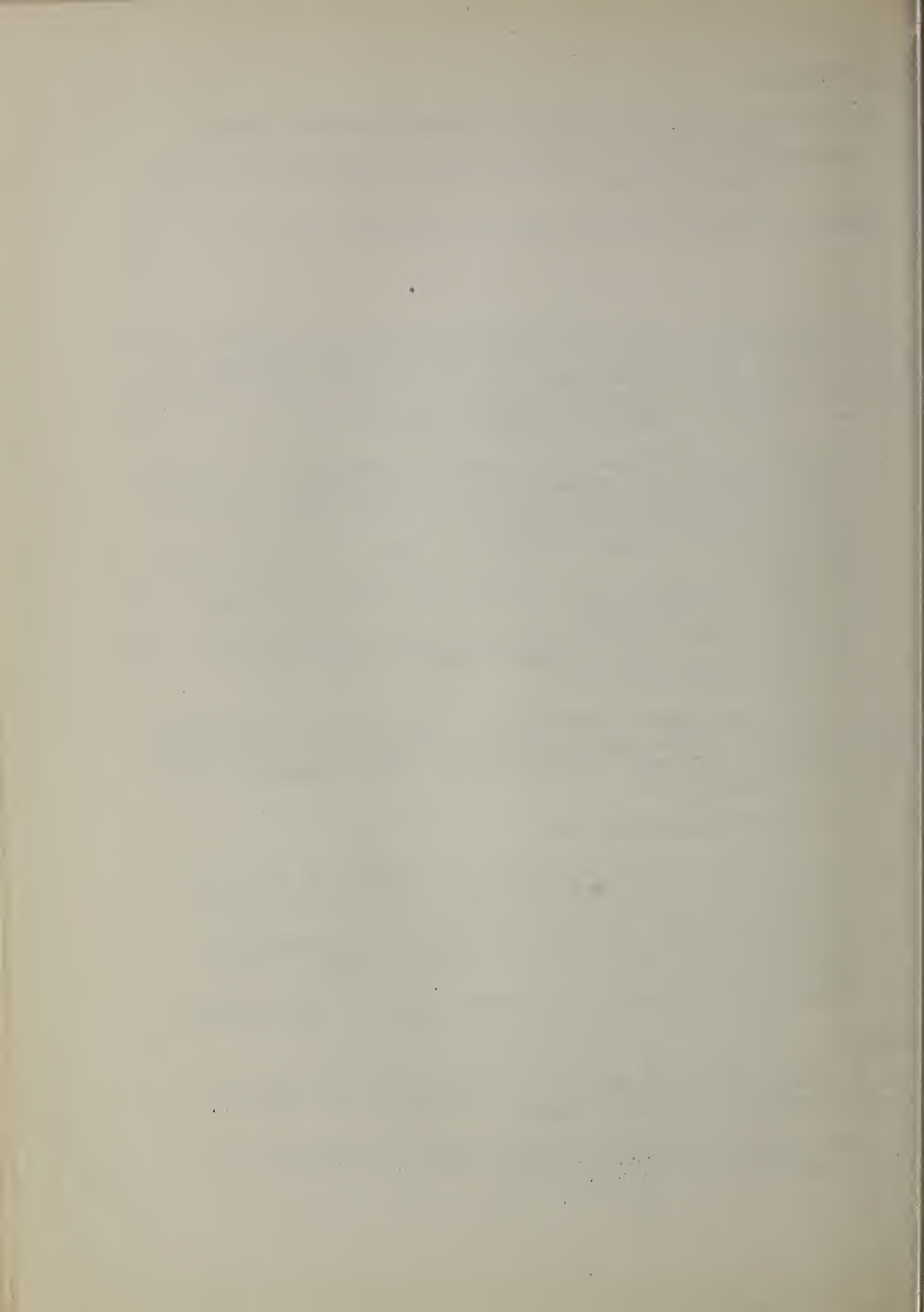
A few of Mr. Round's observations are:

1. Public relations greatly affected by the policies of the agency.
2. An agency must determine what its "public" is and then work to improvement with that particular public.
3. Staff of agency must understand the problems, achievements and ambitions of that agency in order to assist in improving the public relations.
4. Public relations cannot be good unless based on a sound program.

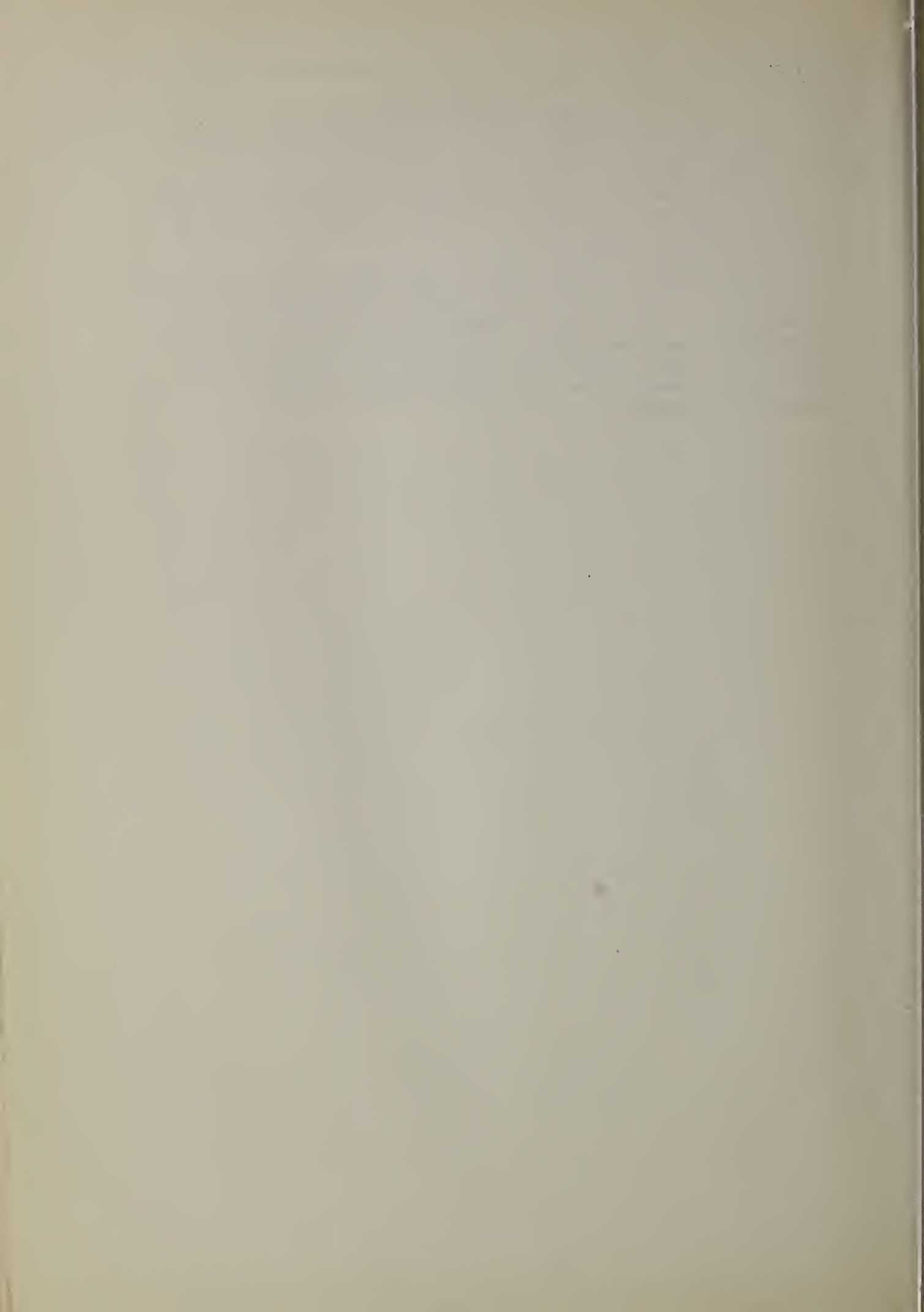
DISCUSSION

The following points were made in the discussion led by Stanley W. Voelker, Bureau of Agricultural Economics:

1. The measure of good public relations maybe the acceptance and confidence of the work being done.



2. Members of the public judge the agency in part by the personal action of each employee whom they contact.
3. A plan of approach to improving public relations may be to set up a committee to determine method or recommend public relation policies within the agency.
4. Public relations is a condition, salesmanship or selling is an action. Good public relations can result from good salesmanship.
5. An agency should have a public relations officer if the job is important enough to warrant one.
6. The media of communication to reach the public is determined by the size and nature of the public of the agency is trying to reach.
7. Considerable discussion was held on where the employees of the Department have fallen down in promoting good public relations. No definite answer was reached. It was pointed out that the work of many agencies was taken for granted for reaction from their publics would occur only when the service became inferior or stopped.



CONFERENCE PROCEDURES THAT BRING RESULTS

by Otto G. Hoiberg, Associate Professor of Sociology, University of Nebraska, Lincoln, Nebraska

Summary: William Johnson, Bureau of Plant Industry, Soils, and Agricultural Engineering, ARA, Lincoln, Nebraska
E. Alan Poole, Rural Electrification Administration, Fargo, North Dakota

Mr. Steele, Chairman, pointed out elements of group participation covered in conference to date, giving broad picture to Mr. Hoiberg.

Conference techniques as tool in getting our job done.

Conferences vary from coffee cup session or closed door visit to general assembly.


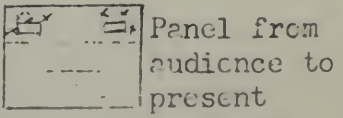
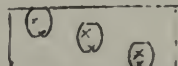
Establish feeling that all are participating whether 5 or 5,000. Conference must establish feeling of unity-reference was made to small staff conference.

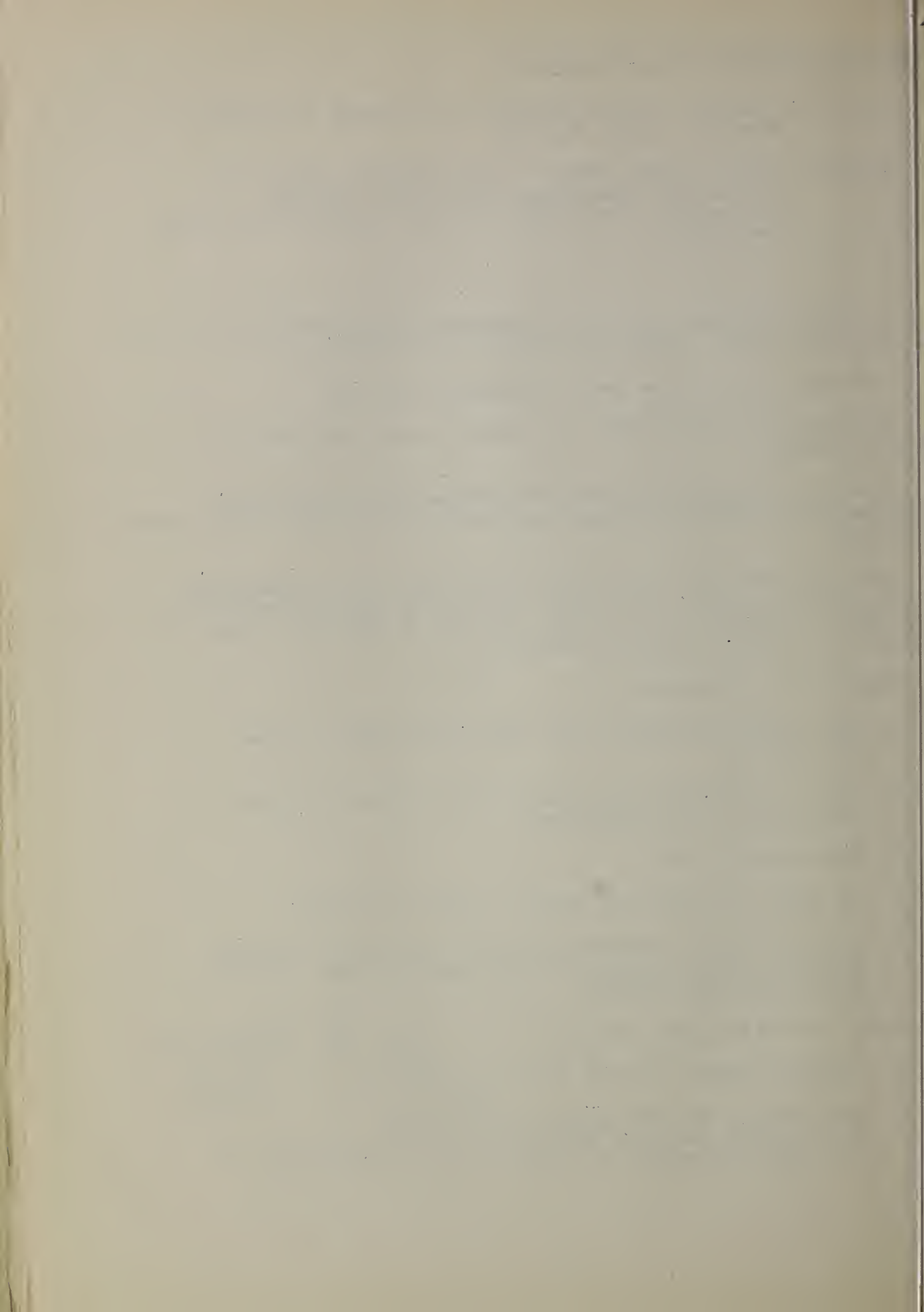
Conference must be a give-and-take proposition between participants prepared for the session. Each group, depending on size and participants must work on individual basis as each conference is different. Know background of people, interest in meeting.

Functions in conferences:

1. Get information across to each other--from leader or other participants.
2. Matter of inspiration in conferences-get interest of people to build desire to get things done.
3. Exchange experiences
4. Training - get across new skills - improve old skills.
5. Problem solving: establish policy and procedure for handling problems. (List of conference techniques presented, attached - Devices for Group Meeting)

Additional devices for group meetings.

1. Colloquy- moderate to large group  Panel of Experts  Panel from audience to present problems.
2. "Buzz Session" use with large group  Break assembly down into small groups for discussion purposes. Each group has chairman to present thinking of his group.



3. Role playing-assignment of particular roles to several participants to be acted out for benefit of group meeting.
4. Work conference-conference members participate from beginning to end.

Establish theme; let group carry discussion; also establish structure of conference; self-evaluation. One element of work conference: get material out to participants before meeting.

Larger work conference, it is more important to get groups set up in advance.

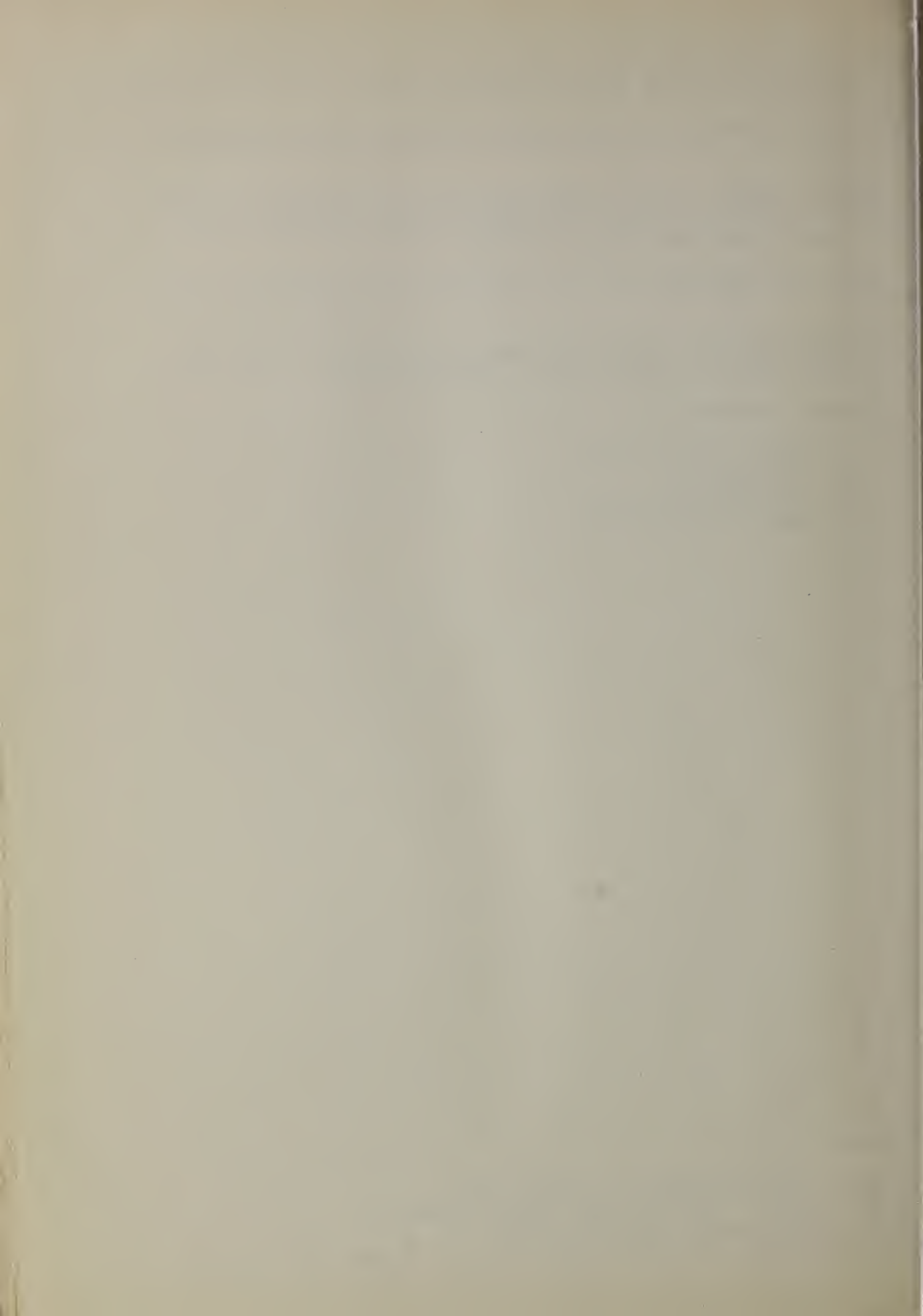
Conference situation is difficult where participants are attending for different purposes or where personal gains are sought.

Conference problems:

1. Lack of group feeling.
2. The monopolist
3. The dominating leader
4. Lack of participation

References:

Stizers: "Making Conference Programs Work"
Thomas Fausler: "Creative Power Through Discussion"
Strauss: "New Ways to Better Meetings"
Per G. Stensland: "Guide for Group Leaders" - Kansas State College



DEVICES FOR GROUP MEETING

(Adapted from Paul Bergevin and Dwight Morris: Group Processes for Adult Education, Community Services in Adult Education, 1804 East Tenth Street, Bloomington, Indiana, 1951).

I. SPEECH

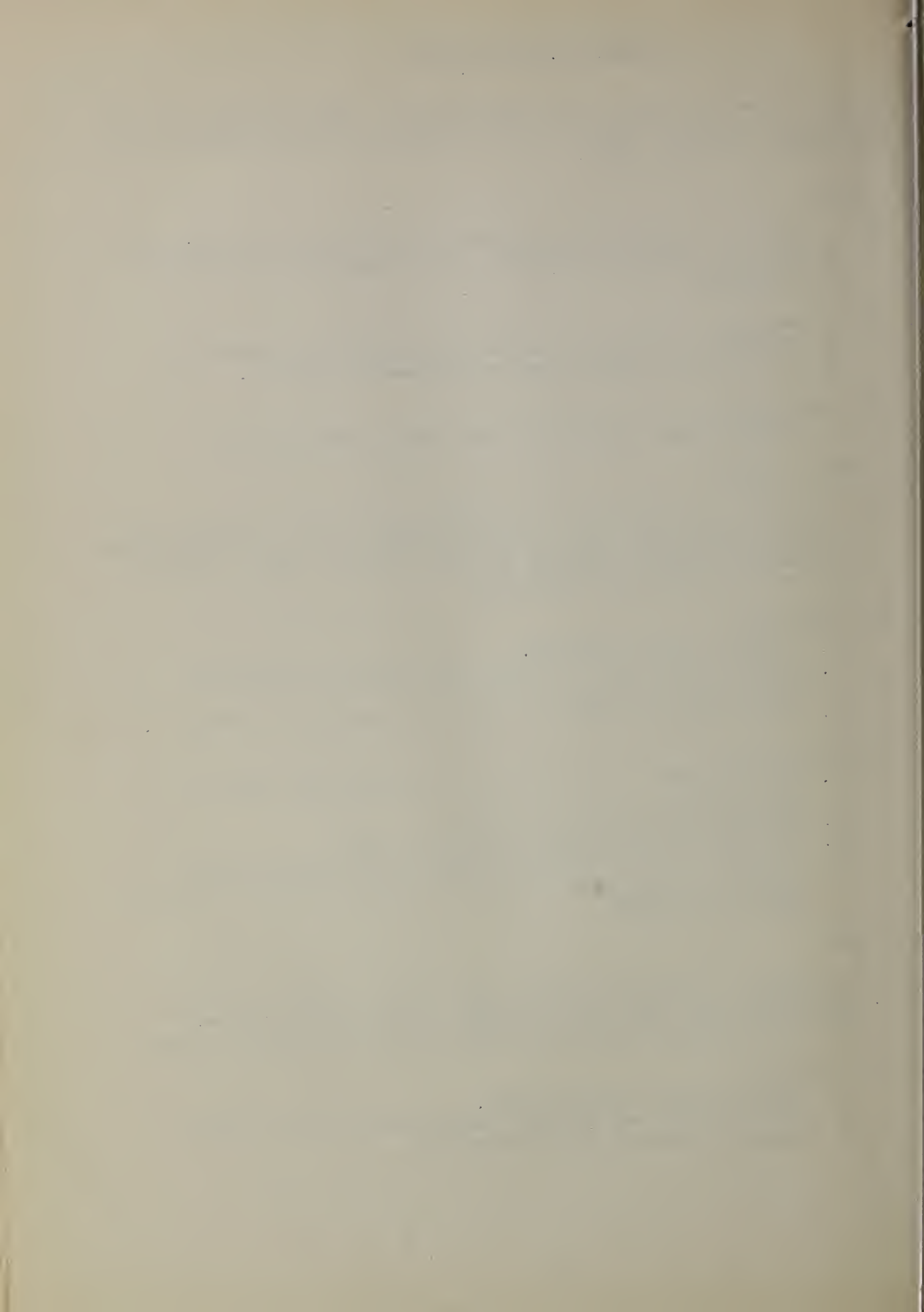
- A. Definition: A speech is a carefully prepared oral presentation of a subject by a qualified individual. It is generally characterized by formality.
- B. Advantages
 - 1. Provides a good way to present new material and information.
 - 2. Is one of the easiest types of programs to organize.
- C. Limitations
 - 1. Audience has no opportunity for complete participation.

II. SPEECH - FORUM

- A. Definition: Speech-forum is a learning method which consists of an organized speech given by a qualified person and a period immediately following the speech during which there is active audience participation in free and open discussion.
- B. Advantages
 - 1. Promotes active listening.
 - 2. Promotes spontaneity of thought and expression among some members of the group.
 - 3. Helps people to identify themselves as members of a group.
- C. Limitations
 - 1. The time limit for the forum will not allow full audience participation.
 - 2. Timid persons will not participate.
 - 3. The extrovert will often talk long and loud.
 - 4. A poorly trained moderator can ruin the discussion by his ineptness or his desire to answer questions instead of referring them to the speaker.

III. PANEL

- A. Definition: A group of four to eight persons who have a special knowledge of the topic sit at a table in front of the audience and hold an orderly and logical conversation on the assigned topic.
- B. Advantages
 - 1. Exposes several points of view.
 - 2. Promotes active and dramatic presentation of subject matter.
 - 3. Produces an atmosphere of informality.



C. Limitations

1. Often does not allow enough time for each panel member to present and defend a series of comments.
2. Sometimes is not effective because the moderator does not make a complete and accurate summary.

IV. PANEL - FORUM

A. Definition: The panel which is followed immediately by an audience participation period of free and open discussion is called a panel-forum.

B. Advantages

1. Gives an opportunity for the audience to "talk back".
2. Guards against formal speeches.
3. Broadens the area and scope of information presented because a number of people participate.

C. Limitations

1. A tendency to wander from the topic often occurs.
2. Time limit makes it impossible to allow all audience members to participate actively.
3. A poorly trained moderator can ruin the discussion by his ineptness or his desire to answer questions instead of referring them to the proper persons.
4. Timid persons will not participate.
5. The extrovert will talk long and loud.

V. SYMPOSIUM (MODERN CONCEPT)

A. Definition: A symposium is a series of speeches which usually two to five experts, under the direction of a chairman, give on as many aspects of a problem as there are speakers present.

B. Advantages

1. Presents several sides of a problem.
2. Presents speeches that are short and to the point.

C. Limitations

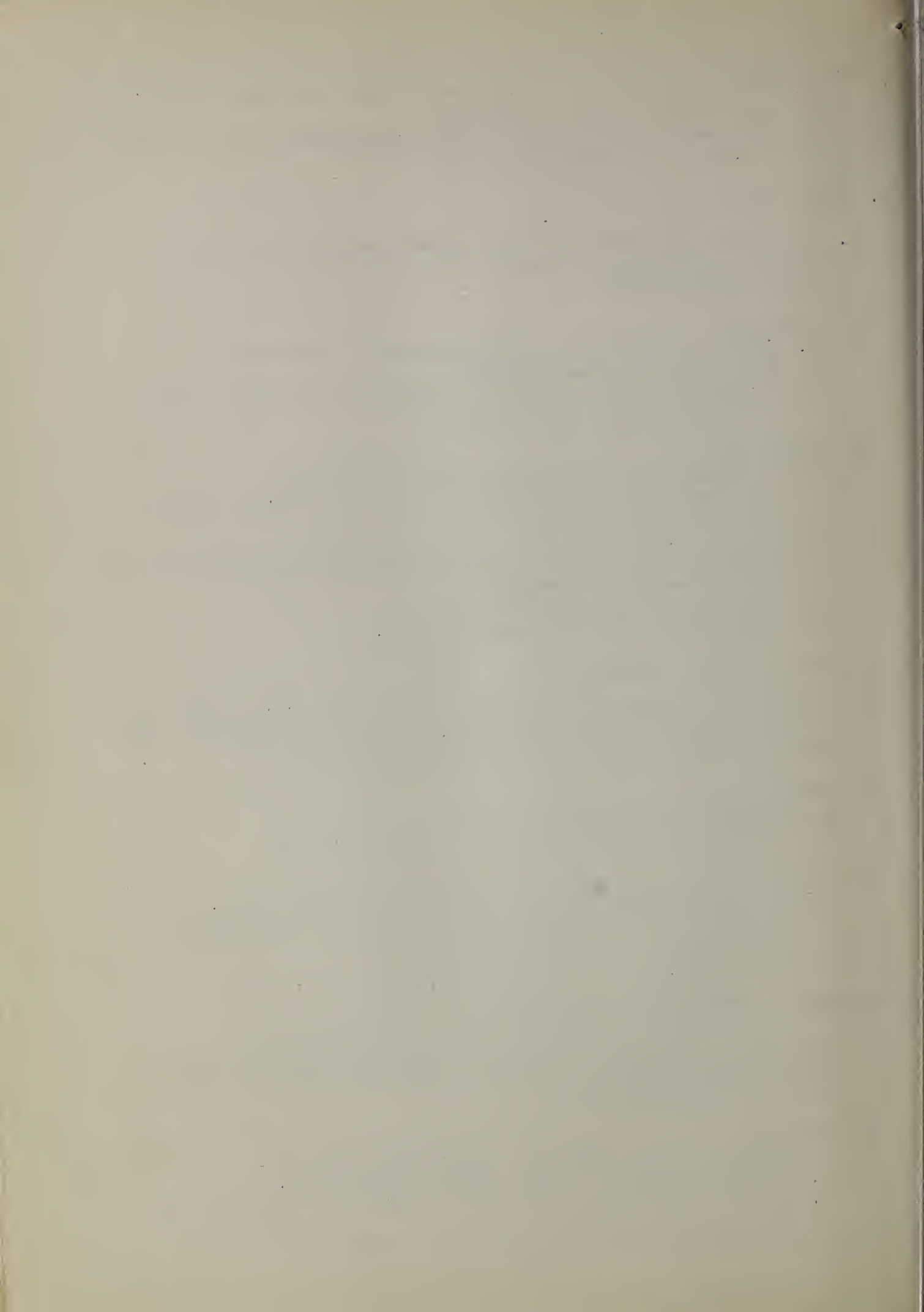
1. The audience does not have much chance to participate.
2. Insufficient time often prevents the complete development of the subject.
3. It is easy to overlook a point of view.

VI. SYMPOSIUM - FORUM (MODERN CONCEPT)

A. Definition: A symposium which is followed immediately by an audience participation period of free and open discussion is called the symposium forum.

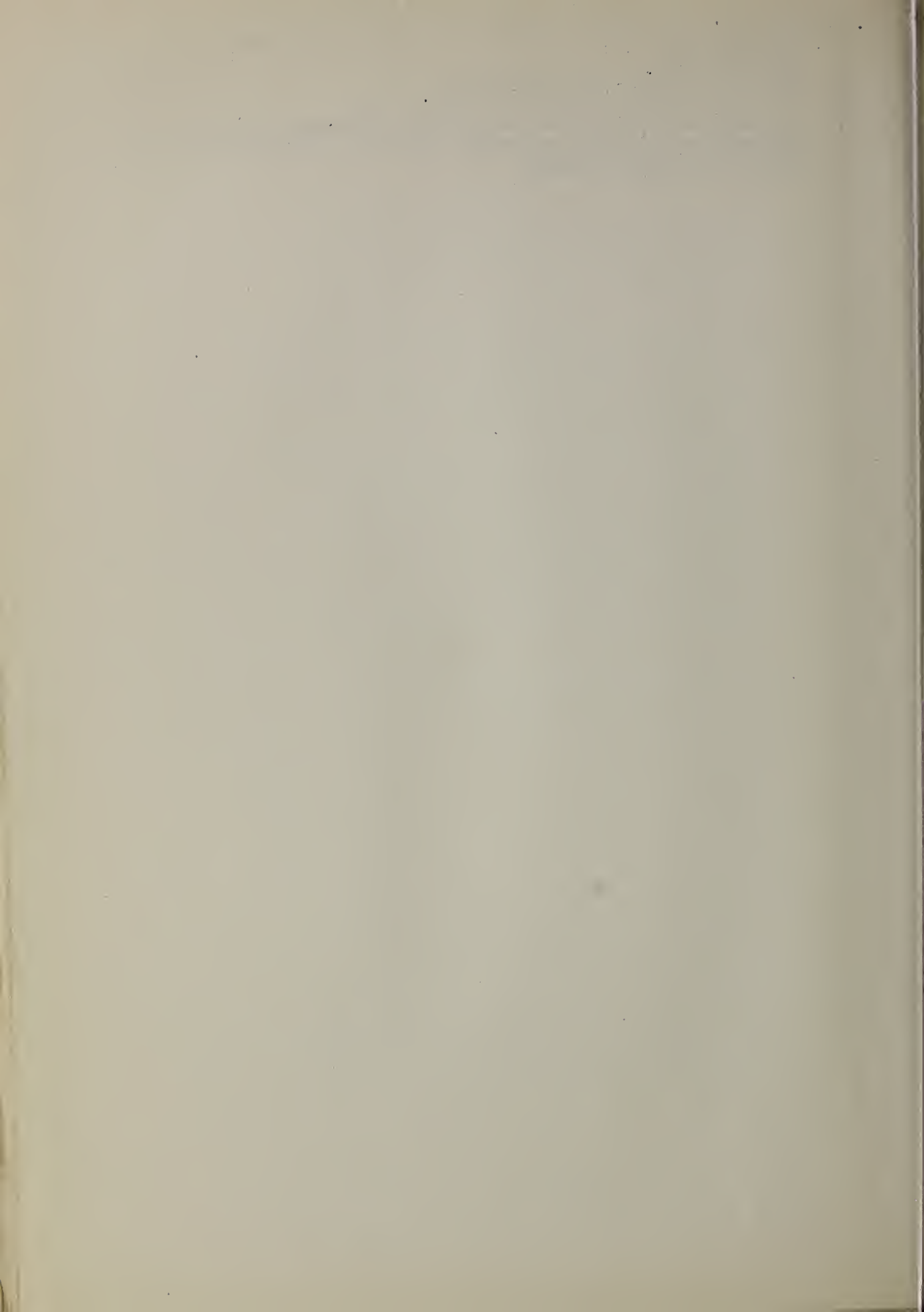
B. Advantages

1. Explores several paths to a controversial problem.
2. Encourages speakers to make careful preparation.
3. Promotes spontaneity of thought and expression among some members of the group.
4. Helps people to identify themselves as members of a group.



C. Limitations

1. The time limit for the forum will not allow full audience participation.
2. Timid Persons will not participate.
3. The extrovert will often talk long and loud.
4. A poorly trained moderator can ruin the discussion by his ineptness or his desire to answer questions instead of referring them to the proper persons.



EVALUATION AND CONSIDERATION OF FUTURE TAM WORKSHOPS

By Harry A. Steele, Bureau of Agricultural Economics, Lincoln, Nebraska

Dale E. Harper, Regional Training Officer, Soil Conservation Service
Lincoln, Nebraska

All participants voiced the opinion that the session was well worth while. However, there were differing opinions as to the value of various parts of the program. Some thought that a few subjects were not allowed enough time while other subjects could have used less time. For example, an opinion was expressed that the most benefit was from the subjects covered by the last three days and that less time could have been spent on the subjects covered during the first two days. Others felt that much of the success of the last few days was built upon the background developed during the first few days. Undoubtedly, the first day or two provided a basis upon which continuity of ideas and good communication within the group were established.

The question arose as to who should attend future TAM Workshops. Some thought that people from all levels of administration should attend. Others thought that a discussion group should be composed of people of about the same relative position in order to have common interests. In spite of differences in background, age and position, our group found many common interests in the discussions.

As to style of presentation, the group thought that the speech-forum type as used in this workshop was satisfactory.

The group felt that it was desirable to have some speakers who were authorities in their particular line even though they were not necessarily familiar with the USDA. For example, Mr. Brockmeier's discussion was in terms of employee participation in operating a bank, but the group had no difficulty in applying these principles to problems in the Department of Agriculture. It was stimulating to find that private industry and commerce have problems comparable to ours and that we can adapt many of their methods of handling them to the Department.

Representatives of the larger agencies indicated they intended to carry some of the material and ideas to their own organizations by means of workshops similar to this one. Most individuals thought that it was desirable to occasionally conduct Department-wide Workshops so that there could be an exchange of ideas between agencies, and so that representatives of smaller agencies could have the advantage of group discussion of problems encountered in Administrative Management,

